

California

HIGH SCHOOL
EXIT EXAMINATION

Sample Items
Spring 2001



ENGLISH-LANGUAGE ARTS

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following selection is from the book *White Fang*. White Fang is about to make an important decision. Read the selection and answer questions 1 through 3.



In the fall of the year when the days were shortening and the bite of the frost was coming into the air, White Fang got his chance for liberty. For several days there had been a great hubbub in the village. The summer camp was being dismantled, and the tribe, bag and baggage, was preparing to go off to the fall hunting. White Fang watched it all with eager eyes, and when the tepees began to come down and the canoes were loading at the bank, he understood. Already the canoes were departing, and some had disappeared down the river.

Quite deliberately he determined to stay behind. He waited his opportunity to slink out of the camp to the woods. Here in the running stream where ice was beginning to form, he hid his trail. Then he crawled into the heart of a dense thicket and waited. The time passed by and he slept intermittently for hours. Then he was aroused by Gray Beaver's voice calling him by name. There were other voices. White Fang could hear Gray Beaver's squaw taking part in the search, and Mitsah, who was Gray Beaver's son.

White Fang trembled with fear, and though the impulse came to crawl out of his hiding-place, he resisted it. After a time the voices died away, and some time after that he crept out to enjoy the success of his undertaking. Darkness was coming on, and for awhile he played about among the trees, pleasuring his freedom. Then, and quite suddenly, he became aware of loneliness. He sat down to consider, listening to the silence of the frost and perturbed by it. That nothing moved nor sounded, seemed ominous. He felt the lurking of danger, unseen and unguessed. He was suspicious of the looming bulks of the trees and of the dark shadows that might conceal all manner of perilous things.

Then it was cold. Here was no warm side of a teepee against which to snuggle. The frost was in his feet, and he kept lifting first one forefoot and then the other. He curved his bushy tail around to cover them, and at the same time he saw a vision. There was nothing strange about it. Upon his inward sight was impressed a succession of memory-pictures. He saw

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

the camp again, the tepees, and the blaze of fires. He heard the shrill voices of the women, the gruff basses of the men, and the snarling of the dogs. He was hungry, and he remembered pieces of meat and fish that had been thrown him. Here was no meat, nothing but a threatening and inedible silence.

His bondage had softened him. Irresponsibility had weakened him. He had forgotten how to shift for himself. The night yawned about him. His senses, accustomed to the hum and bustle of the camp, used to the continuous impact of sights and sounds, were now left idle. There was nothing to do, nothing to see nor hear. They strained to catch some interruption of the silence and immobility of nature. They were appalled by inaction and by the feel of something terrible impending.

He gave a great start of fright. A colossal and formless something was rushing across the field of

his vision. It was a tree-shadow flung by the moon, from whose face the clouds had been brushed away. Reassured, he whimpered softly; then he suppressed the whimper for fear that it might attract the attention of the lurking dangers.

A tree, contracting in the cool of the night, made a loud noise. It was directly above him. He yelped in his fright. A panic seized him, and he ran madly toward the village. He knew an overpowering desire for the protection and companionship of man. In his nostrils was the smell of the camp smoke. In his ears the camp sounds and cries were ringing loud. He passed out of the forest and into the moonlit open where were no shadows nor darkness. But no village greeted his eyes. He had forgotten. The village had gone away.

Reprinted from “*White Fang*” by Jack London. (Troll Communications).

057

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

1. This selection is **BEST** described as—

- A fiction
- B biography
- C article
- D essay

L0057009

2. Which of the following **BEST** describes the relationship between Gray Beaver and White Fang?

- A Gray Beaver is White Fang's owner.
- B Gray Beaver is White Fang's brother.
- C Gray Beaver and White Fang are members of the same tribe.
- D Gray Beaver and White Fang are father and son.

L0057001

3. Which of these sentences from the story **BEST** illustrates the wild side of White Fang's nature?

- A "He knew an overpowering desire for the protection and companionship of man."
- B "Upon his inward sight was impressed a succession of memory-pictures."
- C "Here in the running stream where ice was beginning to form, he hid his trail."
- D "Then, and quite suddenly, he became aware of loneliness."

L0057006

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following document is from a training manual for new employees at a restaurant. Read the document and answer questions 4 through 7.



Staff Responsibilities

Greeter

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that you would be happy to hang them in the closet at the

rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call, ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 PM, Monday through Friday. Note: One of those choices is always vegetarian.

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

4. What is the purpose of this selection?

- A to notify customers of Sunset dinner rules
- B to describe the layout of the restaurant and kitchen
- C to explain the duties of the greeter
- D to make new employees aware of meal prices

L0059001

5. The document provides the MOST information on—

- A how to satisfy diners.
- B how to get along with coworkers.
- C the restaurant's special offers.
- D the restaurant's payment policy.

L0059002

6. Read this sentence from the selection.

Your job as a restaurant greeter requires that you greet each guest graciously and promptly.

According to this sentence, what must greeters do?

- A Welcome customers warmly as they arrive.
- B Quickly list the specials for the customers.
- C Ask the customers what they would like to drink.
- D Seat customers as soon as possible.

L0059004

7. The document provides the LEAST information on—

- A Sunset specials.
- B food preparation.
- C greeter responsibilities.
- D customer dissatisfaction.

L0059003

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following article provides information about a potentially fatal source of food that koalas were given in zoos. Read the article and answer questions 8 through 10.



Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their

natural habitat, the koalas' senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today's zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

103

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

8. What does the word *contaminated* mean in the following phrase?

But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

- A carried with
- B polished with
- C poisoned with
- D grown from

L0103002

9. What is the purpose of this article?

- A to inform
- B to persuade
- C to entertain
- D to express opinion

L0103004

10. What tone does the author establish in the article?

- A critical
- B hopeful
- C straightforward
- D humorous

L0103003

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following poem is about the poet's inheritance. Read the poem and answer questions 11 through 13.

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;
Now granite in a granite hill.

The golden brooch¹ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.



"The Courage That My Mother Had" by Edna St. Vincent Millay, from *Collected Poems*, Harper Collins. Copyright © 1954, 1982 by Norma Millay Ellis. All rights reserved. Reprinted by permission of Elizabeth Barnett, literary executor.

017

¹ pin

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

11. Which sentence **BEST** describes the theme of this poem?

- A Personal strengths are more important than valuable objects.
- B Only a daughter can truly relate to her mother's feelings.
- C Having a golden brooch is better than nothing.
- D Unlike jewelry, traits such as courage are not valued.

L0017001

12. Which phrase from the poem creates a tone of sadness and regret?

- A "Rock from New England quarried"
- B "Oh, if instead she'd left to me"
- C "The golden brooch my mother wore"
- D "That courage like a rock"

L0017008

13. Which pair of nouns **BEST** describes the mood of this poem?

- A admiration and longing
- B distrust and jealousy
- C awe and amazement
- D anger and resentment

L0017009

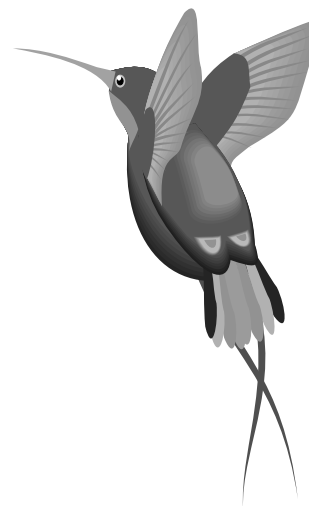
SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following article offers information on hummingbirds. Read the article and answer questions 14 through 15.



Hummingbirds



A flicker of color off to the side catches my eye as I walk along the back fence. It is a warm May morning, and I am outside early to see how the lettuce I've planted is doing. The wire mesh fence that edges my back yard is draped in blue and white morning glories just starting to open in the morning sun. The flicker of color off to my left becomes more pronounced, and I turn, expecting to see a butterfly hovering over the flowers. Instead, a tiny green bird with a red throat is hanging upside down above one of the morning glory blossoms. It is bigger than the butterfly and has a long bill protruding from its tiny head. The bird I have sighted above the morning glories is a male ruby-throated hummingbird, the most common species in the eastern United States.

The hummingbird is found only in the Western Hemisphere and belongs to the *Trochilidae* family, which contains more than 300 species of "hummers," as they are known among enthusiasts. Sporting an emerald green back with gray flanks and an iridescent ruby-red throat, this bird is also called *Joyas Voladoras* or "flying jewels" in Spanish because of its brilliant colors.

With an average length of 3.5 inches and weighing only one eighth of an ounce, this hummingbird is incredibly quick, flying at speeds of 30 miles per hour and diving at speeds of up to 65 miles per hour. Hummingbirds' brains make up almost 2.5 percent of their overall weight, making them proportionately, the largest-brained in the bird kingdom, yet the flying muscles comprise some 30 percent of the bird's tiny weight. With these flying muscles, hummingbirds have the fastest wing rate of any bird, which helps them on their migratory paths that can cover up to 2,000 miles between Canada and Panama.

Hummingbirds use their speed to be aggressive feeders and become very territorial. They will fiercely fight one another for sources of food, diving and colliding in midair, and using their bills and claws as weapons. The tremendous speeds at which hummingbirds fly require that they feed constantly. One bird may visit a thousand flowers a day in search of food, munching on gnats, spiders, and sapsuckers, feeding every 10 minutes, and eating almost two

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

thirds of its body weight every day. Like butterflies, they also feed on the pollen and nectar of flowers, sucking out this drink through a long tube-like tongue that absorbs the liquid through capillary action.

The most remarkable aspect of the hummingbirds' wing function is that the wings can rotate fully, making them the only birds that can fly forward, backward, up, down, sideways, or simply hover in space. This ability makes the tiny birds seem like magical creatures. They can hang poised over a blossom, or they can appear to stand still in midair. When hovering in this apparent stationary position, they are actually moving their wings in a figure eight pattern, and from this position can move in any direction.

On this particular morning, I continue my stroll along the perimeter of the fence. I see two more hummingbirds: one a female who lacks the ruby iridescence at its throat, but who sports a white breast; the other, a male with the ruby gorget. Since it is spring, I wonder if the female is nesting or if her two eggs have hatched. I hope that each season brings more of the tiny, brilliant birds to my backyard, where I can enjoy their aerodynamic antics and their brilliant flashes of color.

14. What does the word *pronounced* mean in the following sentence?

The flicker of color off to my left becomes more pronounced, and I turn, expecting to see a butterfly hovering over the flowers.

- A spoken
- B proclaimed
- C uttered
- D noticeable

L0111001

15. In the third paragraph, the phrase *largest-brained* suggests that hummingbirds are—

- A monster-like.
- B the largest bird species.
- C intelligent despite their small size.
- D top heavy in flight.

L0111004

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

16.

In this essay about hummingbirds, the author describes many of the bird's characteristics. In each paragraph, she supports the purpose of her essay. What is the author's purpose for writing this essay about hummingbirds? What details does she give to support her purpose?

Write an essay in which you discuss the author's purpose for writing this essay on hummingbirds. What details and examples does she use to support the purpose of her essay?

Your response will be scored in two ways. One score will be given for how well you understand the selection and for the completeness of your response. A second score will be given for the overall quality of your writing.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the selection and the description of the task carefully.
- ☐ Use specific details and examples from the reading selection to demonstrate your understanding of the selection's main ideas and the author's purpose.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Choose specific words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Use an appropriate tone and voice.
- ☐ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

L0111011

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following is a rough draft of an article suggesting that water may have flowed (or does flow) on the planet Mars. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer questions 17 through 18.

Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of "canals" was built on Mars by a civilization that has since disappeared. (3) The "canals" were grooves on the planet's surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet's surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it's quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it's too early to tell for sure, but maybe we Earthlings are not alone after all.

155

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

17. What is the correct way to quote the sentence labeled 9?

- A** “If there was (or is) water on Mars, the author writes, it’s quite possible that the planet may have supported life at some point during its history.”
- B** “If there was (or is) water on Mars,” the author writes, it’s quite possible that the planet may have supported life at some point during its history.”
- C** “If there was (or is) water on Mars,” the author writes, “it’s quite possible that the planet may have supported life at some point during its history.”
- D** Leave as is

L0155003

18. What is the correct way to express the ideas in the sentence labeled 3?

- A** When the “canals” were observed by Lowell, he believed that they had been built by Martians through his telescope.
- B** The “canals” were grooves on the planet’s surface that, when observed by Lowell, appeared to have been built by Martians.
- C** Through a telescope, Martians were those who Lowell believed had built the “canals.”
- D** Leave as is.

L0155005

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

The following is a rough draft of an essay discussing how opposite sides of the writer's brain might influence her personality and behavior. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 19 through 20.

My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along.

For anybody else to hear my music, they might think it sounds like noise. My

(1)
brother, for one, always complains about it.

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty

(2)
good at writing essays about technical things, like explaining how things work. And

I'm good at remembering things too.

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!

012

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

19. Which of the following sentences does NOT fit well in the paragraph in which it is found?

- A** “I love to play music and I especially like to make it up as I go along.” (first paragraph)
- B** “I also like to write poetry.” (second paragraph)
- C** “I like doing math problems.” (fourth paragraph)
- D** “For example, I am really pretty good at math and other things that require me to be logical.” (third paragraph)

L0012003

20. What is the BEST way to combine the underlined sentences labeled 2?

- A** I am good at writing technical essays explaining how things work, and I also have a good memory.
- B** Writing technical essays, I am good at explaining how things work and have a good memory.
- C** I am good at explaining how things work by writing technical essays and remembering things too.
- D** Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

For questions **21** through **25**, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose "Leave as is."

21. **A dog bit Tom's ankle while riding a bicycle.**

- A Riding a bicycle, a dog bit Tom's ankle.
- B While riding a bicycle, a dog bit Tom's ankle.
- C While Tom was riding a bicycle, a dog bit his ankle.
- D Leave as is.

L00SA036

22. **When the money was stolen by the bandits, the owner of the store felt betrayed.**

- A When the bandits stole the money, the owner
- B The money was stolen by the bandits. The owner
- C By the bandits the money was stolen. The owner
- D Leave as is.

L00SA026

23. **When Tom arrived at school he was carrying all his books with him.**

- A arrived at school, he
- B arrived, at school he
- C arrived at school he,
- D Leave as is.

L00SA073

24. **After, the volcano erupted, the tiny tropical island was quiet and devastated.**

- A After the volcano erupted, the
- B After the volcano erupted the
- C After the volcano erupts, the
- D Leave as is.

L00SA032

25. **Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.**

- A greeting customers, escort them to a table and offer a beverage.
- B to greet customers, escorting them to tables and offering a beverage.
- C to greet customers, escorting them to a table, and to offer a beverage.
- D Leave as is.

L00SA041

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

For questions 26 through 29, choose the word or phrase that best completes the sentence.

26. The legendary goddess was the _____ of all the Greek deities.

A beautifullest
B more beautiful
C most beautiful
D most beautifying

L00SA022

27. The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smiths' private _____ that time was running out for his ailing friend.

A runway: he knew
B runway, he knew
C runway. He knew
D runway but he knew

L00SA031

28. "Which of the three Olympic runners is the _____?" the spectator asked the judge.

A more fast
B fastest
C most fastest
D most faster

L00SA023

29. "We should _____ without the captain," the coach said impatiently.

A proceeds
B precede
C precedent
D proceed

L00SA020

SAMPLE ITEMS

California High School Exit Examination — Spring 2001

30.

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Use specific details and examples to fully support your ideas.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Choose specific words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

L0000064

ELA
SAMPLE ITEMS
ITEM MAP

Item No.	KEY	STRAND
1	A	Literary Response and Analysis
2	A	Literary Response and Analysis
3	C	Literary Response and Analysis
4	C	Reading Comprehension (Focus on Informational Materials)
5	A	Reading Comprehension (Focus on Informational Materials)
6	A	Reading Comprehension (Focus on Informational Materials)
7	B	Reading Comprehension (Focus on Informational Materials)
8	C	Word Analysis, Fluency, and Systematic Vocabulary Development
9	A	Reading Comprehension (Focus on Informational Materials)
10	C	Reading Comprehension (Focus on Informational Materials)
11	A	Literary Response and Analysis
12	B	Literary Response and Analysis
13	A	Literary Response and Analysis
14	D	Word Analysis, Fluency, and Systematic Vocabulary Development
15	C	Word Analysis, Fluency, and Systematic Vocabulary Development
16	CR	Writing Applications
17	C	Writing Strategies
18	B	Written English Language Conventions
19	C	Writing Strategies
20	A	Writing Strategies
21	C	Written English Language Conventions
22	A	Writing Strategies
23	A	Written English Language Conventions
24	A	Written English Language Conventions
25	D	Written English Language Conventions
26	C	Written English Language Conventions
27	C	Written English Language Conventions
28	B	Written English Language Conventions
29	D	Written English Language Conventions
30	CR	Writing Applications



Response to Literary/Expository Text

Scoring Guide

4**The response —**

- demonstrates a *thorough and thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a variety of sentence types and uses *precise, descriptive* language.
- contains *few, if any*, errors in the conventions of the English language. (Errors are generally first-draft in nature.)

Response to informational passages:

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

3**The response —**

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a variety of sentence types and uses *some descriptive* language.
- contains *some* errors in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay.)

Response to informational passages:

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

2**The response —**

- demonstrates a *limited* comprehensive grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates a *limited, or no*, understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- contains *several* errors in the conventions of the English language. (Errors may interfere with the reader's understanding of the essay.)

Response to informational passages:

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages:

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

1**The response —**

- demonstrates *little, if any*, comprehensive grasp of the text.
- provides **no** textual details and examples to support the thesis and main ideas.
- demonstrates **no** understanding of the ambiguities, nuances, and complexities of the text.
- provides **no** sentence variety and uses *limited* vocabulary.
- contains *serious* errors in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)

Response to informational passages:

- does **not** address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- does **not** demonstrate any awareness of the author's use of literary and/or stylistic devices.

non-scorable**B** = Blank**L** = Written in a language other than English**T** = Off-topic**I** = Illegible/Unintelligible**X** = Non-responsive (to be defined by chief reader)



Response to Writing Prompt

Scoring Guide

4**The essay —**

- *clearly* addresses all parts of the writing task.
- provides a *meaningful* thesis and maintains a consistent tone and focus and *purposefully* illustrates a control of organization.
- *thoughtfully* supports the thesis and main ideas with *specific* details and examples.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- demonstrates a *clear* sense of audience.
- contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)

Persuasive compositions:

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

3**The essay —**

- addresses all parts of the writing task.
- provides a thesis and maintains a consistent tone and focus and illustrates a control of organization.
- supports the thesis and main ideas with details and examples.
- provides a *variety* of sentence types and uses *some descriptive* language.
- demonstrates a *general* sense of audience.
- contains *some errors* in the conventions of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

Persuasive compositions:

- *generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

2**The essay —**

- addresses *only parts* of the writing task.
- *may* provide a thesis and maintains an *inconsistent* tone and focus and illustrates *little, if any*, control of organization.
- *may* support the thesis and main ideas with *limited, if any*, details and/or examples.
- provides *few, if any*, types of sentences, and uses *basic, predictable* language.
- demonstrates *little or no* sense of audience.
- contains *several errors* in the conventions of the English language. (Errors *may* interfere with the reader's understanding of the essay.)

Persuasive compositions:

- defends a position with *little, if any*, evidence and *may* addresses the reader's concerns, biases, and expectations.

1**The essay may be too short to evaluate or —**

- addresses *only one part* of the writing task.
- *may* provide a *weak, if any*, thesis; *fails to maintain* a focus, and illustrates *little, or no*, control of organization.
- *fails to* support ideas with details and/or examples.
- provides **no** sentence variety and uses *limited* vocabulary.
- demonstrates **no** sense of audience.
- contains *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)

Persuasive compositions:

- *fails to* defend a position with *any* evidence and *fails to* address the reader's concerns, biases, and expectations.

non-scorable

- B** = Blank
- T** = Off-topic
- L** = Written in a language other than English
- I** = Illegible/Unintelligible
- X** = Non-responsive (to be defined by chief reader)